

# IL102-15 Navigating Psychopathology

23/24

**Department**

Institute for Advanced Teaching and Learning

**Level**

Undergraduate Level 3

**Module leader**

Vivan Joseph

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

On this module you will engage in a critical consideration of psychiatry and psychopathology (mental ill-health) drawing on a variety of perspectives. In the past this has included neuroscience, neuroimaging, psychiatry, literature, philosophy and history. A central aim of the module will be to describe and explore the tension between a purely neuroscientific conception of mental ill-health and the brain, and person-centred conceptions of mental ill-health and the mind. The module will be interdisciplinary and will draw on intellectual history, the history and sociology of medicine and psychiatry, psychology, neuroscience, philosophy and literature.

[Module web page](#)

### Module aims

This module aims to:

1. Help students understand how wider social, intellectual and cultural movements have impacted upon medicine, neuroscience and psychiatry.
2. Provide opportunities for students to critically explore the development of psychiatry and mental health, contrasting perspectives from science, the arts and humanities.
3. Facilitate students in understanding the limitations of a purely neuroscientific conception of mental health and psychopathology.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Each session will either take the form of a subject specialist delivering 60 minutes of discipline-centred material followed by a further 60 minutes of seminar, or have a more interactive structure throughout, with information being provided (as reading, shorter talks, film clips etc.) followed by small group and whole group reflection, analysis and discussion. In all cases, students and the module leader will develop the learning in an interdisciplinary way, focussing on ideas, issues and problems, and reflecting on and discussing the strengths and limitations of discipline-centred approaches with reference to the material presented, and set texts.

There will be an introductory and a concluding session with the Module Leader; there will also be additional time devoted to helping the students prepare for their assessments and presentations.

Structure of module by week (subject to availability of guest lecturers):

1. Introduction: including interdisciplinarity, assessments, Q&A and initial background.
2. Hallucinations and delusions: connecting mind and world; experiences of psychosis.
3. Neuroscience and mental health.
4. Shell shock to attachment: a selective history of mental health in the 20th century.
5. Understanding and explaining: using Karl Jaspers to link science to the arts.
6. Essay planning and film week.
7. Literature and mental health.
8. Narrative: the role of narrative in structuring our identity as a person.
9. Critical approaches: exploring criticisms of psychiatry.
10. Conclusion: reviewing what we have covered.

## Learning outcomes

By the end of the module, students should be able to:

- Recognise and understand the way mental disorder has been viewed from non-academic perspectives (e.g. the patient's perspective), and use their understanding to critically interrogate academic/theoretical perspectives.
- Recognise, understand and use different ways of conceptualizing mental disorder and critiques of those conceptions (academic/theoretical perspectives), and develop their own understanding of mental disorder and related concepts.
- Imaginatively respond to dramatic stimuli (texts, films, ideas) to aid learning individually and as part of a group, and use their responses to initiate the formulation of questions for further research.

- Critically evaluate texts and other material with a comparative understanding of different disciplinary uses of evidence and argument.
- Critically reflect on their own and others' experiences as participants in a creative and interdisciplinary learning process.
- Articulate arguments orally and through well-argued essay writing, supported by independent research using tools, resources and referencing material on research-related topics of interest outside the teaching environment.

### **Indicative reading list**

John Bowlby, Attachment

Lisa Bortolotti, Delusions and Other Irrational Beliefs

Matthew Broome and Lisa Bortolotti (eds.), Psychiatry as Cognitive Neuroscience

Chris Frith, The Cognitive Neuropsychology of Schizophrenia

Linda Garro and Cheryl Mattingly (eds.), Narrative and the Cultural Construction of Illness and Healing

Erving Goffman, Asylums

George Graham, The Disordered Mind

Peter Halligan and John Marshall (eds.), Method In Madness

Sarah Kane Kane 4.48 Psychosis

RD Laing, The Divided Self

David Marr, Vision

Dominic Murphy, Psychiatry in the Scientific Image

Roy Porter, Mind-Forg'd Manacles

Elyn Saks, The Center Cannot Hold

Louis Sass, Madness and Modernism

Andrew Scull, The Most Solitary of Afflictions

Edward Shorter, A History of Psychiatry

Thomas Szasz, The Myth of Mental Illness

Angela Woods, The Sublime Object of Psychiatry: Schizophrenia in Clinical and Cultural Theory

Virginia Woolf, Mrs. Dalloway

### **Research element**

All students will undertake an individual, supervised research-based essay. Students will work

closely with the module convenor to formulate an agreed independent topic for research and will use research tools, resources, and reference material to produce an articulate and well-argued essay.

## **Interdisciplinary**

The module leader will play an active role throughout the module, delivering most of the sessions, and facilitating sessions delivered by guest lecturers, to ensure the integration of module content around central themes.

The teaching and learning approach will be inherently interdisciplinary, making use of group work and discussions to facilitate analysis, synthesis and evaluation of ideas from different disciplines, including the different disciplines of each of the students. The active role students will play in discussions and presentations will help them analyse and evaluate ideas from different disciplines, and begin to synthesise that material in a way that transcends disciplinary boundaries. To compliment the interdisciplinary nature of the module, material will be presented in a range of formats (including film and audio clips, reading, and visual images).

Throughout the module, students will, as part of their assessment, reflect on all aspects of their experience, including: the experience of communicating and working with each other; the strengths and limitations of discipline-centred approaches, and bridging the divisions between their own diverse disciplinary backgrounds. The ongoing reflective component of the module will also afford them additional opportunities to analyse, evaluate and synthesise ideas from different disciplines.

## **Subject specific skills**

- Recognise, understand and use different ways of conceptualizing mental disorder and critiques of those conceptions (academic/theoretical perspectives).
- Recognise and understand the way mental disorder has been viewed from non-academic perspectives (e.g. the patient's perspective).
- Understand and use elements of different disciplinary languages.
- Demonstrate an understanding of different disciplinary uses of evidence and argument.

## **Transferable skills**

- Critical reflection and thinking
- Team working
- Analytical skills
- Cognitive flexibility
- Complex problem solving
- Judgement and decision making
- Written communication skills
- Verbal communication skills
- Management of learning
- Independent working skills
- Reasoning
- Research skills

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## Study

### Teaching split

Provider	Weighting
Institute for Advanced Teaching and Learning	92%
Warwick Medical School	8%

### Study time

Type	Required
Lectures	9 sessions of 1 hour (6%)
Seminars	9 sessions of 1 hour (6%)
Tutorials	2 sessions of 1 hour (1%)
Private study	30 hours (20%)
Assessment	100 hours (67%)
Total	150 hours

### Private study description

Private study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions and follow-up reading work.

### Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A1

	Weighting	Study time
Essay (2500 words)	60%	60 hours

All students will undertake an individual, supervised research-based essay. Students will work closely with the module convenor to formulate an agreed independent topic for research and will use research tools, resources, and reference material to produce an articulate and well-argued essay.

	<b>Weighting</b>	<b>Study time</b>
Reflective Journal	40%	40 hours
1500 word selection of reflections on learning journey through the module.		

## Feedback on assessment

Detailed written feedback will be provided by tutors to individual students for each element of assessed work, i.e. the reflective journal and the assessed essay. Formative oral feedback will also be given to students at relevant points within seminars throughout the module, and for student group discussions or presentations.

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## Availability

### Courses

This module is Core optional for:

- Year 3 of ULFA-C1A6 Undergraduate Biochemistry with Industrial Placement (MBio)

This module is Optional for:

- Year 3 of UFIA-W620 Undergraduate Film Studies
- Year 4 of UFIA-W621 Undergraduate Film Studies (with Year Abroad)
- Year 4 of UFIA-QW26 Undergraduate Film and Literature (with Study Abroad)

This module is Option list A for:

- Year 3 of UFIA-QW25 Undergraduate Film and Literature

This module is Option list B for:

- UBSA-C700 Undergraduate Biochemistry
  - Year 3 of C700 Biochemistry
  - Year 3 of C700 Biochemistry
- ULFA-C1A2 Undergraduate Biochemistry (MBio)
  - Year 3 of C1A2 Biochemistry
  - Year 3 of C700 Biochemistry
- Year 4 of ULFA-C702 Undergraduate Biochemistry (with Placement Year)
- UBSA-3 Undergraduate Biological Sciences
  - Year 3 of C100 Biological Sciences
  - Year 3 of C100 Biological Sciences
- Year 3 of ULFA-C1A1 Undergraduate Biological Sciences (MBio)
- Year 4 of ULFA-C113 Undergraduate Biological Sciences (with Placement Year)
- Year 3 of ULFA-C1A5 Undergraduate Biological Sciences with Industrial Placement (MBio)
- UBSA-C1B9 Undergraduate Biomedical Science

- Year 3 of C1B9 Biomedical Science
- Year 3 of C1B9 Biomedical Science
- Year 3 of C1B9 Biomedical Science
- ULFA-C1A3 Undergraduate Biomedical Science (MBio)
  - Year 3 of C1A3 Biomedical Science
  - Year 3 of C1B9 Biomedical Science
- Year 3 of ULFA-C1A7 Undergraduate Biomedical Science with Industrial Placement (MBio)
- ULFA-CB18 Undergraduate Biomedical Science with Placement Year
  - Year 4 of CB18 Biomedical Science with Placement Year
  - Year 4 of CB18 Biomedical Science with Placement Year
  - Year 4 of CB18 Biomedical Science with Placement Year
- Year 3 of ULFA-B140 Undergraduate Neuroscience (BSc)
- Year 3 of ULFA-B142 Undergraduate Neuroscience (MBio)
- Year 3 of ULFA-B143 Undergraduate Neuroscience (with Industrial Placement) (MBio)